

# MINUTES

## Meeting of the Hunter College Senate

### 16 March 2022

1                   The 663<sup>rd</sup> meeting of the Hunter College Senate convened at 3:35 PM via Zoom.  
2

3   **Presiding:**     Laura S. Keating, Chair  
4

5   **Attendance:**    The elected members of the Senate with the exception of those marked absent in Appendix I.  
6  
7                    Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-  
8                    person meetings, and they were enabled to vote using iClicker.  
9

10

11   **Agenda:**        Chair Keating informed the body that the Undergraduate Academic Requirements Committee would not  
12                    report today. Also, an item had been added on the Administrative Committee report. The agenda was  
13                    adopted as revised.  
14

15   **Minutes:**        The minutes of 5 May 2021 were approved with the following corrections:  
16                    **1) lines 129-130:**  
17                    **From:**  
18                    There was a motion to split the Resolution and consider each Resolve clause separately.  
19                    **To:**  
20                    There was a motion to split the Resolution and consider the amendments for each Resolve clause  
21                    separately.  
22

23                    **2) line 147:**  
24                    **From:**  
25                    There was a motion to adopt the first “Be It Resolved” clause.  
26                    **To:**  
27                    There was a motion to adopt the amendments for the first “Be It Resolved” clause  
28

29                    **3) line 156:**  
30                    **From:**  
31                    The motion carried by unanimous consent.  
32                    **To:**  
33                    The motion to amend carried by unanimous consent.  
34

35                    **4) line 159:**  
36                    **From:**  
37                    There was a motion to adopt the second “Be It Resolved” clause.  
38                    **To:**  
39                    There was a motion to adopt the amendments for the second “Be It Resolved” clause.  
40

41

42                    The minutes of 12 May 2021 were approved with the following corrections in lines 197-202:  
43                    **From:**  
44                    There was a motion to call the question. The question carried.  
45

46                    Due to time constraint and technical issues, there was a motion to vote on the Resolution at the beginning  
47                    of the next meeting. The motion carried by unanimous consent.  
48                    **To:**  
49                    There was a motion to call the question. It was seconded.  
50  
51  
52

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57 **There was a motion to add time.** Due to technical issues, **the Chair moved to continue at the next**  
 58 **meeting, on 19 May. There was a motion to make this a special order and start with the motion to**  
 59 **call the question at the beginning of the next meeting. It was seconded.**

60 The motion carried by unanimous consent.  
 61  
 62

63 The minutes of 19 May and 29 September 2021 were approved as distributed.  
 64

65 The DRAFT minutes of 16 February 2022 was posted on the Senate website for informational purposes.  
 66 The DRAFT minutes of 2 March 2022 shall be posted on the Senate website for informational purposes.  
 67  
 68

69 **Report by the**  
 70 **President:**

President Raab's report is in Appendix II.  
 71  
 72

73 **Report by the**  
 74 **Administrative**  
 75 **Committee:**

76 **a) Approved Curriculum Changes**

77 The following curriculum changes as listed in the attached report dated 16 March 2022 have been  
 78 approved as per Senate resolution and are submitted for the Senate's information. Items: US-  
 79 2449 Curriculum & Teaching (Change in Courses), US-2450 Curriculum & Teaching (New  
 80 courses), US-2451 Curriculum & Teaching (Change in courses), GS-1367 Classical & Oriental  
 81 Studies (Change in degree program), GS-1416B Nursing (Change in courses), GS-1428 Nursing  
 82 (Change in degree program), GS-1417 Special Education (Change in course), GS-1418  
 83 Curriculum & Teaching (Change in degree program), GS-1419 Curriculum & Teaching (New  
 84 courses), GS-1420 Curriculum & Teaching (Change in courses), GS-1421 Curriculum &  
 85 Teaching (Change in courses), GS-1422 Educational Foundations (New course), and GS-1423  
 86 Educational Foundations (Change in course).  
 87

88 **b) Adjusting the Senate Meeting Times to the New Bell Schedule**

89 Chair Keating informed the body that to conform with the new Bell Schedule that will be  
 90 implemented in Fall 2022, the Senate meeting times would have to adjusted. Below are a few  
 91 options for new meeting times proposed by the Administrative Committee. Debate on the new  
 92 meeting times will take place at the 13 April meeting and the vote will happen on or before 11  
 93 May, 2022, when the Senate approves the 2022-2023 Senate meeting schedule. See Appendix  
 94 III for a brief history of the Senate meeting times.  
 95 A brief discussion followed.  
 96

97 **Options if stay in 714 HW and continue to meet outside common hours 2:30-3:45pm:**

98 **a) go back to an 1 hour 25-30 minute meeting time so**

99 **3:50-5:20 or 3:50-5:15**

100 **3:55-5:20**

101 **b) or go shorter to a length of 1 hour 15-20 minutes**

102 **4:00-5:20**

103 **4:00-5:15**  
 104  
 105

106 **Committee**  
 107 **Report:**

**Committee on Charter Review- First Reading**

108 Chair Keating called on Professor Elke Nicolai, Chair of the Committee on Charter Review, to present  
 109 the First Reading of the proposed amendments to the Charter for the Governance of Hunter College.  
 110 The proposed amendments are in Appendix IV. Questions and discussion followed.  
 111  
 112

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116  
117 **Committee on Academic Assessment & Evaluation and Committee on General Education**

118 Chair Keating called on Professor Lawrence Kowerski, Chair of the Committee on General Education  
119 and Professor Gina Riley, Chair of the Committee on Academic Assessment & Evaluation, to report  
120 the "Assessment Summary Report, 2021-2022". The report is in Appendix V.  
121

122  
123 **New Business:** Chair Keating gave a brief update on the CUNY grading memo. She informed the body that the Faculty  
124 Governance Leaders invited the University Registrar to its 20 March meeting to discuss the policy changes  
125 outlined in the memo and their implications. More details will follow.  
126

127 Chair Keating informed the body that the next Senate meeting will be in a Town Hall format. During the  
128 meeting, work on the college Strategic Plan will be presented. She asked all Senate members to attend the  
129 meeting to become familiar with the new Strategic Plan.  
130

131  
132  
133 The meeting was adjourned at 5:24 PM.  
134

135 Respectfully submitted,  
136

137  
138 Sarah Jeninsky  
139 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) X
Anthropology	Jackie Brown	X		Barry Cherkas	(A) X
	Leo Coleman	(A) X	Medical Laboratory Sciences	Abigail Morales	A
	Milena Shattuck	(A) A		Chad Euler	(A) X
Art & Art History	Harper Montgomery	A		Muktar Mahajan	(A) X
	Reiner Leist	X	Music	Jewel Thompson	X
	Emily Braun	(A) X		Michele Cabrini	(A) X
	A. K. Burns	(A) A			(A)
Biological Sciences	Ben Ortiz	A	School of Nursing	Carolyn Sun	X
	Shirley Raps	A		William Samuels	X
	Paul Feinstein	(A) X		Ellen McCabe	A
	Carmen Melendez	(A) X		Ah-Yun (Emily) Yeh	(A) X
Chemistry	Gabriela Smeureanu	A	Philosophy	Laura Keating	A
	Nancy Greenbaum	(A) X		Frank Kirkland	(A) X
	Brian Zeglis	(A) X		Omar Dahbour	(A) A
Classical & Oriental Studies	Yasha Klots	A	Physics & Astronomy	Kelle Cruz	A
	Joanne Spurza	(A) X			(A) X
	Doron Friedman	(A) A			(A)
Computer Science	Sven Dietrich	X	Political Science	Robert Jenkins	X
	Felisa Vazquez-Abad	(A) X		Jill Schwedler*	(A) A
		(A)		Michael Lee	(A) X
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseanne Flores	X
	Jason Wirtz	X		Darlene Defour	A
		0 (A)		Glenn E Schafe	(A) X
	Tim Farnsworth	X		Michael Lewis	(A) X
Dance	David Capps	A	Physical Therapy	Leon Cohen	X
	Maura Donohue	(A) X		Thomas Holland	(A) X
		(A)			(A)
Economics	Randall Filer	X	Romance Languages	Paolo Fasoli	A
	John Quiang Li	A		Magdalena Perkowska	(A) X
	Tim Goodspeed	(A) A		Julie Van Peteghem	(A) X
	Avi Liveson	(A) A	School of Social Work	Samuel Aymer	X
Educational Foundations & Couns	Goeum Na	X		George Patterson	A
	Jeanne Weiler	(A) A		Marina Lalayants	(A) X
	Markus Bidell	(A) X		Keith Chan	(A) A
English	Sarah Chinn	A	Sociology	Mark Halling	A
	Amy Robbins	A		Mike Benediktsson	(A) A
	Nijah Cunningham	X		Michaela Soyler	(A) X
	Janet Neary	(A) A	Special Education	Elaine Gale	A
Film & Media Studies	Tami Gold	X		Imani Irving Perez	(A) X
				William Longsworth	(A) A
	Andrew Demirjian	(A) X	SLPA	Donald Vogel	A
	Larry Shore	(A) X		Nancy Eng	(A) X
Geography	Allen Frei	X		JungMoon Hyun	(A) A
	William Solecki	(A) X	Theatre	Louisa Thompson	A
		(A)		Jonathan Kalb	X
German	Elke Nicolai	A		Claudia Orenstein	(A) X
	Eckhard Kuhn-Osius	(A) A	Urban Policy and Planning	Lily Baum Pollans	A
	Aine Zimmerman	(A) A		Victoria Johnson	(A) X
History	Daniel Hurewitz	A		Matthew Lasner	(A) X
	Manu Bhagavan	(A) X	School of Urban Public Health	Phil Alcabes	A
	Jill Rosenthal	X		Susan Cardenas	(A) A
Library	Sarah Ward	A			0 (A)
	Jennifer Newman	A	Women & Gender Studies	Jennifer Gaboury	A
	Mee' Len Hom	(A) A		Catherine Raissiguier	(A) X
		(A)		Rupal Oza	(A) X

**Students**

Hunter Moran	A
Nafeeza Ali	A
Ariana Ahmed	X
Ariel Glazman	X
Fariha Uddin	E
Nicole Palmetto	A
Rida Akhlaq	X
Afrin Ansary	A
Jackson Rasenberger	X
Alia Codelia-Anjum	X
Amber Javenero	X
Tabia Ahmed	A
Auroa Hom	X
Christopher Orzech	A
Nicole Kuznetsov	X
Junia Sharmin	X
Noa Hacker	A
Sabina Marra	X
Umor Uddin	A
Viet Thanh Phan	A
Luisais Taveras	A
Yostina Girgis	X

**At-Large, Lecturers and Part-Time Faculty**

Student Services	Kevin Nesbitt	X
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
Library	Tony Doyle	A
Psychology	Stefan Schlussman	A
Economics	Kevin Sachs	A
Medical Lab Science	Hongxing Li	X
Religion	Ron Long	A
THHP	Jerry Press	X
	0	0
Special Education	Gina Riley	A
Social Work	James Mandiberg	A
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	X
<b>Ex-Officio</b>		
President, USG		0
Vice President, GSA	Kamalpreet Kaur	X
President Alumni Association	Barbara Poseluzny	A
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	A

**ADMINISTRATION**

Senators:		
HEO/CLA Representative	Lori Janowski	X
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Valeda Dent	X
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Michael Middleton	X
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	A
General Counsel & Dean of Faculty	Suzanne Piper	A
School of Nursing		0

## APPENDIX II

“Thank you. First, I want to address what I know is on so many of our minds and hearts, and that is the devastating situation in Ukraine. I want to put my personal thoughts out to so many in our community who are from that region. It must be difficult with their families there. I remind our students that we have wonderful counselors who are prepared to talk with you about any needs you have now. There is also EAP for faculty and staff. At the moment, we are concluding, although it may still be going on, a wonderful program that we asked Roosevelt House to work on with our faculty for learning, a sort of a teach-in for our students, faculty and community. Professor Mehilli from History, Yasha Klots from Russian Studies and Lev Sviridov are some of the leaders, along with Jessica Neuwirth and Basil Smikle from Roosevelt House. We are interested in supporting programs that you might want to think about having. Some of you have asked about supporting students who may be coming from Ukraine. If they are able to get out of the country, we are really eager to open our doors, help and be supportive. I ask you, please, any ideas, send an email to my office. We can see what we can do and how we can help. For example, an outside group asked us for the Kaye for a fundraiser showing a film on Monday. So, we are lending them the Kaye. If we can help support fundraising efforts, and as the situation unfolds, what else can we do? I see Professors Klots and Sviridov joining this meeting. Thank you for doing the work. Again, we are here to support your thoughtful work. We recently received a gift to help support Afghani refugee faculty members. We are trying to get them into the country. They will be visiting members of the Roosevelt House. So, we are trying to do our best, as we serve our own population, to be there and be citizens of the world. We are looking for you to help us think through how we can use our resources in that regard.

“Speaking of resources. I share the excitement of many people who are looking at both the Governor's budget and the extraordinary work of the State Senate and the legislature. There has been a conversation about supporting CUNY in a way that we have not seen in many years. This morning, I was at a Governor sponsored event for International Women's Day, where she just signed extraordinary bills to stop sexual harassment in the political and legislative arena which has been one of the pressing issues of the decades. I saw a number of representatives there, and people are talking about the CUNY budget with more optimism than I certainly heard in years. I want to give a really special shout out to Jen Gaboury because she has been tireless. I do not think there is a bridge Jen has not walked over in the last few weeks. You are organizing, and your support for CUNY out there has been extraordinary. As I said, I saw so many legislators this morning who are feeling more optimistic than ever. I am looking forward to being able to talk about how we can get these resources, and how we can help begin to invest in things we have had to put off. Also, in the budget as I think most of you know is a provision for part time TAP which is incredibly important for our Hunter community. We have so many part-time students who need this support. I really hope that that moves forward, as well. I think all of you know that for the first time in probably eight or nine years there is a very significant capital allocation for new capital projects. We had hoped we would see some of that earmarked for Hunter. I do not think the legislature is going to earmark money, but the money will be there, so we will continue our internal advocacy to move forward and get our Science and Nursing Building built on 74<sup>th</sup> Street. Thanks to the community advocacy, I am really feeling more optimistic than ever. So, some good news there.

“As we are trying to move forward and bring all of you back to campus, we are trying to bring back and renew really important positions and begin hiring faculty again. I want to thank the Office of the Provost for a really great search that has brought us a new Institutional Research Director who is going to bring us a lot of very important new ideas about how to use our data to plan effectively for our community. We are very excited to welcome Andrew Wallace to Hunter. Andrew comes from Baruch where he has done an extraordinary job. We are very grateful. Andrew, we are looking forward to having you help us implement the Strategic Plan that we and the Senate are working on. We have also welcomed a new Registrar, Burhan Siddiqui who I think Eija at some point will bring to the Senate to introduce. He comes from LaGuardia and is very experienced and passionate about the CUNY students. Eija has brought on five new advisors and also a new Director of Advising. We are doing searches for 20 new Doctoral Lectures right now. So, that is all before the budget. Then, we look forward to talking to all of you about the needs that we all have as we come back more full force to campus and try to find our new normal.

“On that note, I think you all know, but I wanted to make a public announcement that the Chancellor has lifted the mask mandate. This means there are no requirements nor can there be any requirements for people to wear masks on campus. We have taken down that signage and are replacing it with information that masks are now optional. Unvaccinated members of our community are urged to continue to wear masks, but the Chancellor has made it optional. The vaccine mandate for faculty and staff in the HEO series and the ECP will be effective on April 1<sup>st</sup>, but we are still waiting to hear more guidance from CUNY on how that will be implemented. Fortunately, our participation rate by this group of faculty and staff is extraordinarily high - in the very, very high 90s. So, it is not a very big issue for us at Hunter. I would urge all of you though to remind people who have not been on campus but will be coming back to teach in the Fall that this mandate will be in effect. So, we urge people who have not been vaccinated to do so and upload their vaccination status. Students will be required to be boosted. Again, that is something we are waiting for CUNY to get final guidance on how that policy will be implemented. They have been clear that by the time people are back in the Fall, they will be

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required to get a booster. By that time, I believe, everybody will be eligible for a booster. The biggest problem with the booster requirement has been that it is a five to six months range after you get the second shot. The prediction right now is that everybody will be covered and eligible for the booster by the time they come back to campus for the Fall. We will be getting information out, but we ask you to remind your students to make it their business to go get the booster because I do not want to see a student prevented from registering or returning in the Fall because they did not get and upload their booster. So, please help us get that word out and let people know. Mandatory testing continues. Just a reminder, if you do get that information that you need to be tested, please take it seriously. Your access to campus will be blocked by CUNY if you don't. Please go and follow that precaution. We have asked people who are student-facing to come back four days a week. Most of the rest of the campuses are on alternating four and three day weeks to keep us at not full capacity on campus. But, I think everyone who has been here can see that we are a much more bustling campus. Students seem very happy to be back. I know it seems very crowded. The reason is that even though we are at about 70% of classes on campus with another sort of an even split between online and hybrid for the remaining, 93% of our students have at least one class on campus. So, you are seeing students come back for their class, and then stay on campus to take their next class. We are busy. We are working hard to find space. Livia is looking into other options for food service because I am also happy to report that there is now a big demand for eating on campus. So, a long way from where we were two years ago this month. Starbucks will be opening in the next few months. I think that will help us provide some food service and more seating space as well.

“We are moving towards registration for Summer school. We have left to faculty and chairs in schools and departments choices about whether to do that online or have classes on campus. Again, we are asking you to think about what is most effective. We have found interestingly, even in the past, that many online options are effective over the summer because students are working, and they can often find a class they need and do it more flexibly. So, we are turning to you to think about what is the right mix there. We are asking you to think about where the high need areas are to help students move towards graduation. We will once again invest significant scholarship resources to support and incentivize, nudge and encourage our students to take classes they need to get to the finish line. The summer is a good time to do that, so we are asking you to schedule the bottleneck classes, the high-demand classes, or sometimes the class that has lower enrollment, but a group of students needs it to graduate. We will support that class. We really are looking toward helping our students move to graduation, and Summer should be a part of that. So, please let your chairs and deans know what your needs and ideas are.

“The Fall. We have gone from a very heavily regulated system where CUNY was giving us very clear directives over the last two years to turning back to the campuses for a vision of what to do in the Fall. What we have really been hearing from the academic leadership in the departments and schools is that people want to return to campus. That is really where we are looking to register that most of our classes will be back on site with one big real caveat, and that is something we have said all along. You have all been extraordinary, and that is why we have survived this terrible crisis. I want to make sure that we all take together what we have learned and use this terrible time to turn it into something positive. I am very pleased, and again I thank Jim Mandiberg for his leadership with Strategic Planning, that we have a whole committee looking at this question with strategic direction. What have we learned in technology that works in terms of scheduling classes: if there are options for hybrid classes, if there are options for flipped classrooms, where online works. We found that to be in some of the graduate programs, and it is not all classes but in some of them. Please, think how you can incorporate what we have learned to make us a better, more productive and effective Hunter. We will work with you to help implement that. I see Gina Riley here. She has been an incredible leader in online education. She and many of her colleagues have been working through this idea of HyFlex classrooms where we are able to teach to students who are in the seats in front of us as well as their seats at home. I have seen it done. It is way harder than it sounds, but we are providing that technology and the training. We thank Shiao-Chuan Kung who has been amazing in educational technology. We ask all of you to go to the next level together in terms of pedagogy and use what we have learned to provide the education that supports our students. Laura, I want to thank you. I know you are working closely with Valeda to move ahead with that approval process so that the Senate can approve any changes we do make on online learning. All online courses or hybrid courses must be approved by the Provost for September just so we have a sense of what we are doing and how we are doing it. We need to be careful. I know Laura you are going to help us do this so that we abide by all the Middle States and NYSED rules. All of those rules were immediately suspended for the pandemic. They are back in effect. We cannot take risks of not complying with the rules of how much of a program can be online. So, we need to be careful there, and we are looking forward to some real experiments. We are working very closely with the School of Social Work helping to design and launch a fully online MSW program. It will not supplant the in-person program. This is a visionary but complex process that we are working on. Once we have learning from that school, I think School of Ed and our other graduate programs particularly will be interested in talking about whether it is appropriate to have some fully online programs that are professionally designed and competitive in the market. So, in the Fall we will be back with this other piece of us thinking about reimagining who we are in terms of offering learning on digital platforms.

“As Laura said, we will be implementing the new Bell Schedule. Thank you to the leadership in the Senate and in the FP&B for getting us there. We really feel confident that this new schedule will offer more opportunities for students to take more classes and

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help them towards the finish line of graduation. That was the goal. That is why we have made this change. We need to work together to ensure that this lives up to our vision and to our dream. I am glad that we are finally able to move forward to using this schedule.

“Two other quick announcements I wanted to make for faculty. There has been a number of requests for new computers and computer replacements. I am glad to announce that the computer replacement program for faculty is fully back in effect and funded. Please call the help desk if you think you are eligible for new technology and new equipment. We would love to be able to help you. Then, I want to make another announcement. We have a number of faculty who work closely with adjuncts here. Many of you here will certainly remember our dear friend Cecile Insdorf who was the voice of adjuncts at Hunter College for so many years. We sadly lost her a number of years ago, but her daughter and her daughter's husband have been lovely supporters. They recently gave us an \$100,000 endowment which will provide income every year to support adjunct advancement. Coming from Jim out of the Strategic Plan and the committee that was so ably run by Lisa Anderson and Jenny Tuten, one of the ideas for trying to engage and support our adjuncts was to provide them with the same professional development opportunities that we raise money for to help our own faculty. So, adjuncts will be eligible for grants for professional development to go to conferences, to help improve their curriculum, to buy material, to do research, to enhance their teaching, and for their time to do these activities. Often, we will offer stipends to go to a conference but we do not pay for the professional hours. We will do that as part of this philanthropic gift. They have also provided a small fund for adjunct personal emergencies and financial need which adjuncts can apply for. So, I am pleased to announce that, and that this will all be up on the website.

“Finally, just a few announcements about events. I am very excited to report that we will have an in-person graduation. Depending on space, we will be inviting all of our June and January graduates and perhaps some of the students who were not able to come to a live graduation in the last two years. We are waiting to schedule a date. It is remarkable how complex it is to schedule with Madison Square Garden which is where we hope to go. Apparently, we have to wait for which teams win or lose. We are looking for a very early June. As soon as we know a date, we will let you know because I think everybody here wants to celebrate. It is time.

“I am looking forward to the 30<sup>th</sup> of March. I thank you again, Laura, for creating a town hall where we can talk more about the Strategic Plan. I urge everyone to come and bring your colleagues. We really want your input. As I mentioned, Jim Mandiberg has done an amazing job of bringing us all together. Some committees are working incredibly hard and incredibly smart. But we want your input and response to the work that has been done. Laura, I hope we can really look at the schedule to make sure we are on track to have a Senate consideration and vote before we break for the summer because I think it would be wonderful to come back fully in September with a new Strategic Plan. That would be, I think, where we should be as a community. I hope we can get that done.

“Then, two other dates. On Thursday, March 24<sup>th</sup>, we are having a second DACA fair in the last few weeks. We have been using money that we have raised to support our Dreamer students to help them renew their applications for DACA. It requires forms. It requires some immigration lawyer help. It requires stamps, pictures, going to the Post Office and all things that we can help students do in one place, so that it gets done and something does not fall between the crack because it is too important and too risky. This year we are proud that the Student Government has helped support this effort. We thank them. Then, I am happy to invite all of you to a wonderful, really moving exhibit called the Black Index in our Leubsdorf Gallery as part of our Speaking of Justice series that came out of our Task Force on Racial Equity. We are inviting all faculty, staff and students to join us for a tour and an event on Thursday, March 24<sup>th</sup> at 1:30pm to see this great exhibit and to hear from our curators about the selected works and their background. That concludes my report. Laura, thank you so much for this time. There was a lot to cover. Again, thank you for all that you are doing for Hunter.”



### APPENDIX III

#### Adjusting the Senate Meeting Times to the New Bell Schedule

##### A. Scheduled length of Senate meetings in 714 HW:

1. Fall 1986-Spring 2006: 1 hour and 25-30 minutes.
2. Since the introduction of alternates in Fall 2006, 1 hour and 40-55 minutes, officially meeting from 3:30-5:25 from Fall 2007 till the present.

##### B. Two issues given the new Bell Schedule:

- 1) New class time in 714 HW will be 5:30-6:45, so 5:25 is too late to end meeting.
- 2) The common hours on Wednesday are moving from 1:00-3:00 to 2:30-3:45 and the Senate has always met outside common hours.

##### C. Options if stay in 714 HW and continue to meet outside common hours 2:30-3:45pm:

- a) go back to an 1 hour 25-30 minute meeting time so  
3:50-5:20 or 3:50-5:15  
3:55-5:20
- b) or go shorter to a length of 1 hour 15-20 minutes  
4:00-5:20  
4:00-5:15

**We need to vote on or before May 11, 2022 when we approve the 2022-23 Senate meeting schedule.**

##### D. A Brief History of Senate Meeting times in 714 HW:

May 16, 1984 (in Playhouse): 1984-85 Senate Schedule approved for 4:20-6:20pm  
Start meeting in HW 714 in October 1984

May 21, 1986: 1986-87 Senate Schedule approved for 4:00-5:30pm

Sept 27, 1989: approved that Senate meetings for Spring 1990 be held 4:30-6:00 or as close to that time depending on room availability. In Spring 1990, they were convening (still in 714HW) at 4:20.

May 16, 1990: 1990-91 Senate meetings approved for 4:20-5:50 in 714 HW (an attempt to amend to make it 4:00-5:30 defeated by voice vote)

May 18, 1994: 1994-95 Senate meetings approved for 4:10-5:40 in 714 HW

Oct 10, 2001: (2001-02 schedule not presented in May 2001, Oct 10 meeting first of year) Changed from 4:10-5:40 to 4:00-5:25 to accommodate change in Bell Schedule

May 17, 2006: Charter Changed to reduce number of Senators to 100 and add alternates.  
2006-07 Senate Schedule approved for 4:00-5:25, but first Fall 2006 Senate Meeting (9-27-06) and all others that year called to order at 3:45 (adjourning by 5:25).

May 16, 2007: 2007-08 Senate Schedule approved for 3:30-5:25

APPENDIX IV

Charter Review- First Reading

Article/ Section	Current	Proposed	Rationale
<b>AMENDMENT TO THE NUMBER OF FACULTY ALTERNATES PER DEPARTMENT</b>			
<b>IV.3</b>	Each department shall be allocated <del>one seat</del> for a faculty alternate.	Each department shall be allocated <u>two seats</u> for faculty alternates.	<p>The original addition of alternates was made for Art III.1 and Art IV.3 during Charter Revisions approved in 5-17-06. Here they both say 'one' alternate (approved by BOT at 6-26-06 meeting). In the BOT minutes, it is noted that the addition of provisions for alternates was the main change to the Charter to deal with Perez, along with reducing number of members from 202 to 100.</p> <p>Then in 2016, the number of faculty alternates in Art III.1 was changed to two but no corresponding change was made in the broader alternate statement in Art IV.3.</p> <p>This just seems to be an oversight and this revision makes that corresponding change.</p>

<b>AMENDMENTS TO THE EVENING COUNCIL</b>			
<b>VIII.16</b>	<p>The Senate shall establish an <b>Evening Council</b>, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.</p> <p>The Evening Council shall have the following responsibilities:</p> <p>A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.</p> <p>B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.</p> <p>C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cognizant authorities.</p>	<p><del>The Senate shall establish an <b>Evening Council</b>, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.</del></p> <p>-</p> <p><del>The Evening Council shall have the following responsibilities:</del></p> <p><del>A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.</del></p> <p>-</p> <p><del>B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.</del></p> <p>-</p> <p><del>C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cognizant authorities.</del></p>	<p>The Evening Council became a standing committee of the Senate 1998. Prior to that, there was an Evening session Council with its own committees, that operated independently of the Senate and which predated the establishment of the Senate in 1971.</p> <p>While the Evening Session Council used to address concerns and issues of students only attending night classes in the 70s and 80s when the student body was more clearly divided into day- and night-students, it lost its function over the decades, as did the Senate Evening Council with a changing student body adapting to a more flexible employment market.</p>

AMENDMENTS TO THE COMPOSITION OF THE SENATE ADMINISTRATIVE COMMITTEE			
<p><b>V.1</b></p>	<p>At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary.</p>	<p>At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, <del>and such other officers as it deems necessary.</del> <b>and four members at-large. The Chair shall be a full-time faculty member in the rank of Professor or Associate Professor on full-time appointment. The Vice Chair shall be a matriculated full-time student. The Secretary and three members at-large shall be a HEO from an Academic Department and three full-time faculty members in the rank of Professor, Associate Professor, or Doctoral Lecturer on full-time appointment. The remaining at-large seat shall be filled with one matriculated full-time student or faculty member in the rank of Professor, Associate Professor, or Doctoral Lecturer on full appointment. There shall be no more than two faculty members from one division.</b></p>	<p>The Senate Administrative Committee is set up as a committee of four members consisting of Chair, Vice Chair, Chair of the Evening Council, and Secretary. Since the Evening Council has been dissolved, there is one seat to be filled on the Senate Administrative Committee. In addition, it has become practice that Senate chairs extended invitations to additional faculty members to make the administrative committee more representative of the college as a whole. These members have not been voted on by the Senate. The proposed revision – the expansion of the Senate Administrative Committee – will address this issue by electing four at-large members and thereby expanding the committee to seven members.</p>

V.3	The Chair, Vice Chair, and the Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate.	The Chair, Vice Chair, and the Secretary of the Senate, <del>together with the Chair of the Evening Council (Article VIII. Section 16)</del> shall constitute the Administrative Committee of the Senate, <b>together with four elected at-large members (Article V. Section 1).</b>	The Evening Council has been dissolved.
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## APPENDIX V

Assessment Summary Report, 2021-2022  
Revised Draft – 2/17/21

Joel D. Bloom, Director of Assessment  
Sandra Clarkson, Director of General Education  
Robert Cowan, Assistant Dean, School of Arts & Sciences  
Larry Kowerski, Chair General Education Requirements Committee  
Gina Riley, Chair Academic Assessment & Evaluations Committee

In Spring, 2018, the Hunter Senate passed a “Framework for Assessment of General Education,” which included a schedule for a five-year cycle in which all general education outcomes, institutional learning outcomes, and related campus-wide requirements would be assessed. The academic year, 2021-2022, is the final year of that cycle; Hunter College is scheduled to conduct assessment related to several remaining campus-wide undergraduate requirements. These include:

- The Hunter Focus
- Pluralism & Diversity
- The Writing (“W”) Requirement
- Civic Engagement & Social Responsibility

While these categories do not have learning outcomes stipulated by CUNY, courses that have been approved to fulfill these requirements do. In an effort to establish clear and consistent learning outcomes for the categories, the goal of the Senate Committees on Academic Assessment & Evaluation and General Education Requirements this year was to conduct evaluative research and analysis on the current state of these requirements, as well as to gather information from faculty on their understandings of them. The other reason for this type of assessment was A) the complexity of the task; and B) the broader campus conversations related to these areas, including the Racial Equity Task Force, the Civic Engagement Task Force, and informal conversations regarding the writing requirement.

### The Hunter Focus

As explained in the Hunter Catalog, “Hunter Focus requires all students to take 4 courses of non-English language study. If you are already proficient in a non-English language and haven’t declared a minor, second major or certificate program, you must choose a Concentrated Study.”<sup>1</sup> Our current assessment focuses primarily on the language proficiency requirement. While the language proficiency requirement (i.e., foreign language requirement) has existed at Hunter College for decades, it has never been associated with specific learning objectives or outcomes, although Hunter’s language programs do have course learning outcomes for fourth semester language proficiency.

The Senate Committees worked with Hunter’s Institutional Research Office in 2020-2021 on some analysis related to how most Hunter students are fulfilling this requirement in practice, looking at students who graduated in Spring 2020. The main takeaways of this analysis were:

- The two most common fulfillment patterns are 9 credits of language & 3 credits of concentrated study or 12 credits of language. Each account for 1/3 of total, so together they make up a healthy majority of cases.
- It is also common to see 12 credits of concentrated study – 1 in 4 had this fulfillment pattern.
  - So 9 language + 3 concentrated study, 12 language, and 12 concentrated study together account for 91% of how students are fulfilling this requirement.
- The three most popular languages are Spanish, French and Japanese, with 56% choosing Spanish.
- The three most popular concentrated study areas are Psychology, Women & Gender Studies, and Computer Science.
  - Not nearly as narrowly distributed, the top 3 subjects only account for 23% of utilization.

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<sup>1</sup> <https://ww2.hunter.cuny.edu/students/academic-planning/degree-requirements/hunter-core-requirement/hunter-focus/>

For students who fulfill the requirements of the Hunter Focus with the Foreign Language requirement, we recommend utilizing course-level assessment in fourth semester language courses. For students who fulfill the requirement with concentrated study, we recommend that the Senate delegate to the GER and Assessment Committee the task of developing a process by which existing program-level assessments can be utilized to assess student learning outcomes in concentrated study across the campus, starting with the most popular programs in this area.

#### Pluralism & Diversity (P&D)

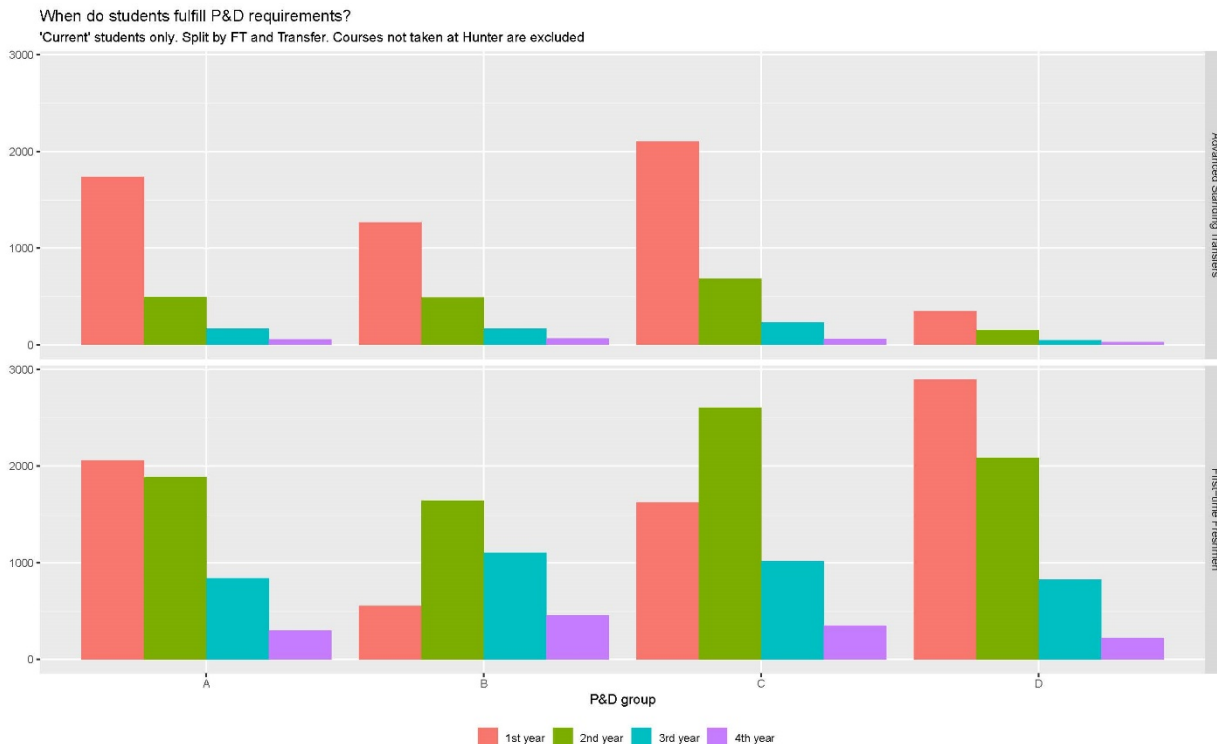
To fulfill Hunter's Pluralism & Diversity requirement, undergraduates must complete four courses, including one in each area (the requirements vary for transfer students): A. Non-European societies; B. African Americans, Asian Americans, Latino Americans, or Native Americans; C. Women and/or issues of gender or sexual orientation; D. Europe.<sup>2</sup> While classes in each of these areas have been approved as meeting the Pluralism & Diversity Requirement based on course learning outcomes that align with the parameters of each P&D sub-category, as an Institutional Learning Outcome, this requirement does not currently have explicitly stated learning outcomes.

The charts below show the results of an analysis conducted for the committees by Hunter's IR Office, looking at the 25 courses most commonly taken in this category over a few years. The first row of the chart shows distributions for advanced transfer students, while the second chart shows distributions for students admitted as freshmen. Each row is divided by the four sub-categories of the Pluralism & Diversity requirement, then divided into bars showing whether students took these courses in their 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> years. As one might expect, transfer students were most likely to take these courses in their first year, while freshman admits were more evenly divided between 1<sup>st</sup> and 2<sup>nd</sup> years. Overall, the charts show logical enrollment patterns weighted toward the beginning of students' academic careers.

We again recommend that the Senate delegate to the Senate Committees on Academic Assessment & Evaluation and General Education Requirements the task of drafting a small number of learning outcomes for each of the four areas within the Pluralism and Diversity requirement, (probably 2-3 learning outcomes each) to enable assessment in these areas. Pending the recommendations of the Racial Equity Task Force, we recommend the development of learning outcomes to be ultimately approved by the GER committee and then moved to Senate approval. Institutional Learning Outcomes should be promoted overall so that stakeholders at the college can tangibly utilize them.

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<sup>2</sup> <https://ww2.hunter.cuny.edu/students/academic-planning/degree-requirements/hunter-core-requirement/pluralism-and-diversity/>



### The Writing (“W”) Requirement

Hunter students are required to take a total of three writing-intensive courses throughout their undergraduate careers, although transfers may exempt out of some of these. These classes may be in any subject, including their majors. Again, while classes in this area have been approved as meeting the Writing requirement, that requirement is not currently associated with any learning objectives or outcomes. In addition, while writing courses at many other colleges include requirements such as a certain number of pages, a certain number or type of papers, or opportunity to write a draft and then revise it, Hunter College’s Writing requirement does not include any specific stipulations along those lines. The College’s proposal guidelines for Writing Intensive Classes do stipulate that:

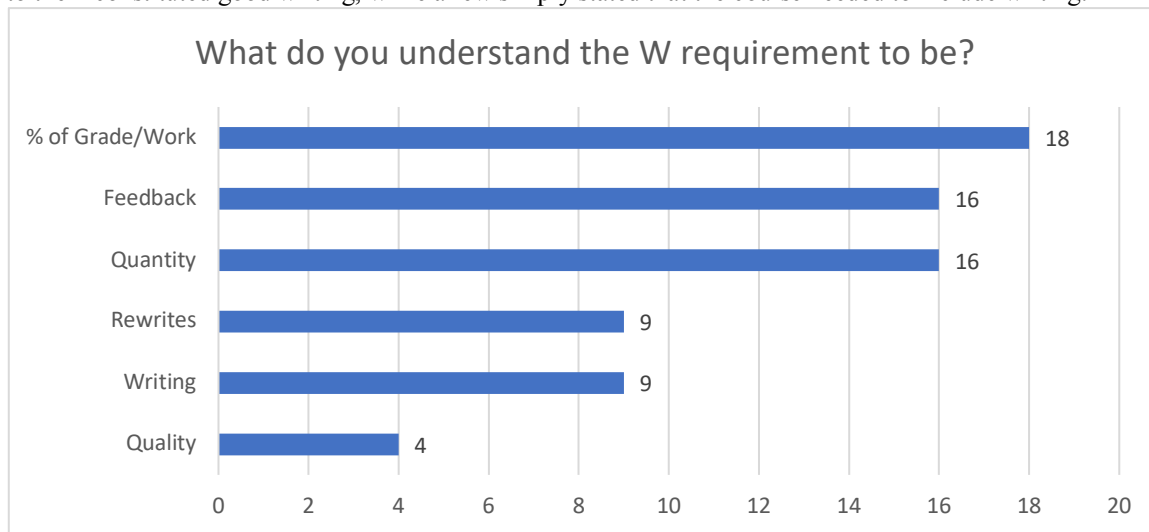
“The syllabus must state that over 50% of the course grade is based on written work. The 50% can be achieved in a number of ways, but cannot be limited to in-class essay exams. Writing due dates must allow faculty feedback prior to the final exam date.”<sup>3</sup>

However, no learning outcomes are associated with the writing requirement beyond these general requirements. To facilitate future conversations on the development of outcomes on refining the W requirement and the creation of outcomes, the committee decided to conduct a survey of faculty teaching “W” classes, asking what their understanding of the requirement is, and how they practice it in their own classes. Overall, the results showed wide familiarity with the “50% rule” and the requirements for providing feedback – as shown in the chart below, those two observations were the most common when faculty were asked what they thought the Writing Requirement currently entails. Others thought there was a requirement for some sort of draft/revision process or scaffolding of assignments, while still others thought the requirement was for a certain quantity of written work.

<sup>3</sup> <http://www.hunter.cuny.edu/senate/repository/files/curriculum-proposals-format/FormatforProposalsfortheHunterCoreWritingIntensive.doc/view?searchterm=>

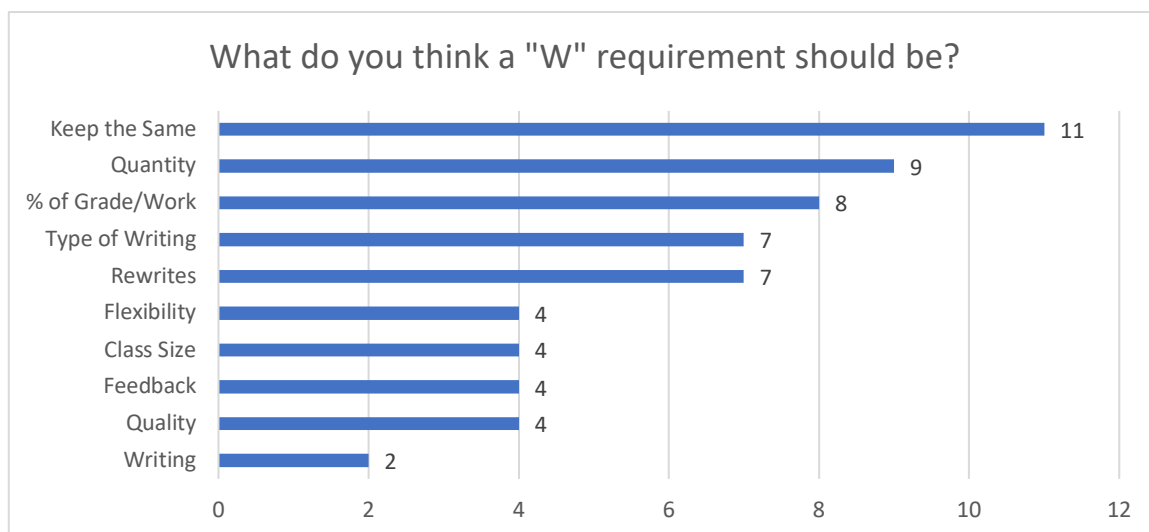


As the first chart below shows, the most common responses related to the percentage of the grade or work in the class required to consist of writing, the quantity of writing (usually stated in terms of pages or numbers of papers), and the requirement for providing students with feedback on their writing. Others thought that drafts and rewrites were required; others talked about what to them constituted good writing, while a few simply stated that the course needed to include writing.



Because of the nature of the question, faculty responses on the other question on the survey, "What do you think a 'W' requirement should be?" were more varied. The most common responses were to keep the requirement the same, along with mentioning the quantity or percentage of written work. Several others discussed the benefits of different types of writing, and rewrites remained a popular response. Surprisingly, feedback was not a common response, likely because so many had already stated they wanted to keep the requirement the same. A number of respondents discussed the difficulty of teaching writing-intensive classes with larger enrollment caps, and several others appreciated the flexibility of the current system, and would like to retain it. A small number of comments suggested that writing skills of Hunter students are not where they should be.

Overall we see a general inconsistent understanding of the W requirement. Pending the establishment and recommendations of a Communication Task Force, we recommend the development of learning outcomes to be ultimately approved by the GER committee, and forwarded for final Senate approval. In any case, without goals, we can't develop learning outcomes, and without learning outcomes, we can't conduct assessment as required by CUNY and Middle States.



Civic Engagement & Social Responsibility

While the Hunter College Senate approved Civic Engagement & Social Responsibility as an Institutional Learning Outcome (ILO) in 2017 the proposed learning outcomes to accompany that ILO were not included in the final document. During the Spring Semester of 2021, a campus-wide Task Force on Civic Engagement was empaneled with the task of creating a working definition of Civic Engagement, and to make sure that we include the wide array (academic and extra-curricular) activities that could be said to be included in civic engagement. The definition they presented to the President in May, 2021 was as follows:

Civic engagement can be an individual or a collective activity that addresses and identifies issues of public concern. It could include volunteering, service learning, field work, community partnerships, advocacy, and internships. At its core, civic engagement involves action and reflection allowing students to look back on, think critically about, and learn from their experiences and the work of others. It can occur both inside and outside the classroom, paid or voluntary. Specific examples outside the classroom might include but are not limited to: service trips, voter registration, community gardens, tutoring, soup kitchens, vaccine distribution, the census, community organizing, constituent service, campus leadership, or work with political or non-profit campaigns. Sometimes, civic engagement is designed to challenge systems, alter structures, and bring diverse populations together for the purpose of building an equitable and just civic sphere. This sphere has been a contested space, marked by exclusions of many types. Developing an understanding -- through research and focused discussion -- of how the civic sphere has been shaped historically, is important. Civic spaces may include the campus, the community, the neighborhood, the city, the nation, or the world. Their boundaries are dynamic and changing, reinforced by structural and systemic actions.

This definition remains to be developed into a measurable set of learning outcomes and then matched with specific courses or student activities in which to measure them. We recommend that the GER and Assessment Committee work with the Civic Engagement Task Force to create clear outcomes and participation metrics in this area.